



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 12101535
SAU: MSAD 16
School: Hall-Dale Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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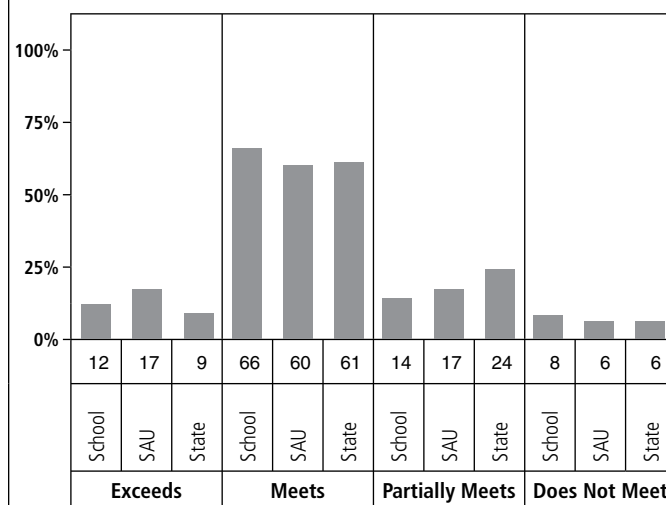
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: MSAD 16
School: Hall-Dale Middle School

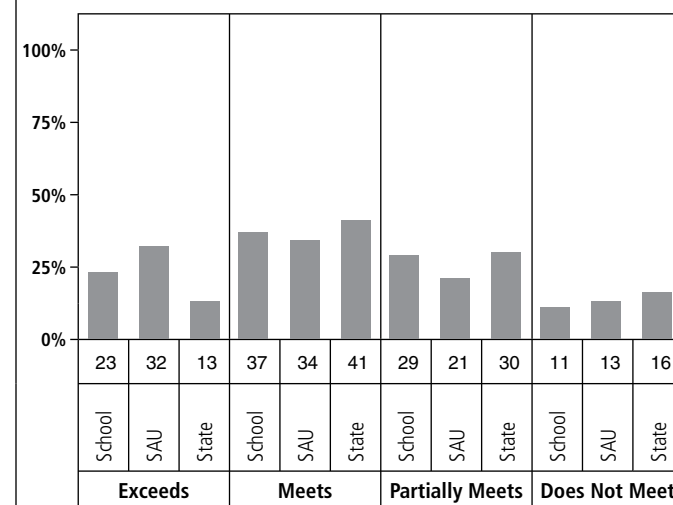
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	650	651	646
2007–2008	646	646	648
2008–2009	649	650	647
Cum. Avg.*	649	649	647
Mathematics			
2006–2007	648	651	643
2007–2008	644	646	642
2008–2009	647	650	643
Cum. Avg.*	647	649	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: MSAD 16
School: Hall-Dale Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	67	100	48	100	14251	100	66	99	48	100	14150	99	66	99	48	100	14156	100						
Ethnicity African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	1	1	1	2	181	1	1	100	1	100	177	98	1	100	1	100	178	99						
Caucasian/White	66	99	47	98	13309	93	65	98	47	100	13224	100	65	98	47	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	21	7	15	2468	17	13	93	7	100	2423	99	13	93	7	100	2426	99						
Current LEP	1	1	1	2	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
Economically disadvantaged	27	40	17	35	5780	41	27	100	17	100	5724	99	27	100	17	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	54	81	40	83	11369	80	53	79	40	83	11373	80						
Identified disability (PET/IEP)	2	4	0	0	355	3	1	2	0	0	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	1	2	0	0	172	2	1	2	0	0	175	2						
Participation with accommodations	11	16	7	15	2594	18	12	18	7	15	2605	18						
Identified disability (PET/IEP)	10	91	6	86	1881	73	11	92	6	86	1877	72						
LEP	1	9	1	14	155	6	1	8	1	14	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	1	9	1	14	519	20	1	8	1	14	532	20						
Participation through alternate assessment (PAAP)	1	1	1	2	187	1	1	1	1	2	178	1						
Identified disability (PET/IEP)	1	100	1	100	187	100	1	100	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	1	1	0	0	75	1	1	1	0	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 16
School: Hall-Dale Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	16	20	15	26	1132	8
	2007-2008	4	7	3	7	1817	13
	2008-2009	8	12	8	17	1309	9
	Cum. Total*	28	14	26	17	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	44	55	30	52	8127	57
	2007-2008	35	61	28	61	8072	57
	2008-2009	43	66	28	60	8564	61
	Cum. Total*	122	60	86	57	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	17	21	10	17	3549	25
	2007-2008	14	25	12	26	3194	23
	2008-2009	9	14	8	17	3291	24
	Cum. Total*	40	20	30	20	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	3	4	3	5	1478	10
	2007-2008	4	7	3	7	981	7
	2008-2009	5	8	3	6	799	6
	Cum. Total*	12	6	9	6	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	35.3	63.0	36.1	64.5	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.2	61.0	12.5	62.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	23.1	64.2	23.5	65.3	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 6
SAU: MSAD 16
School: Hall-Dale Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	8	12	43	66	9	14	5	8	649	47	17	60	17	6	650	13963	9	61	24	6	647
Ethnicity																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	1										1						174	5	55	33	7	644
Caucasian/White	64	8	13	43	67	8	13	5	8	649	46	17	61	15	7	650	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	5	42	4	33	3	25	635	6	0	33	50	17	636	2236	1	30	48	22	637
No	53	8	15	38	72	5	9	2	4	652	41	20	63	12	5	652	11727	11	67	19	3	649
Current LEP																						
Yes	1										1						322	2	39	37	21	638
No	64	8	13	43	67	8	13	5	8	649	46	17	61	15	7	650	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	27	2	7	15	56	6	22	4	15	644	17	12	47	29	12	646	5617	4	54	33	9	643
No	38	6	16	28	74	3	8	1	3	652	30	20	67	10	3	652	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	65	8	12	43	66	9	14	5	8	649	47	17	60	17	6	650	13959	9	61	24	6	647
Gender																						
Female	31	4	13	21	68	3	10	3	10	650	25	16	60	12	12	650	6743	13	63	20	4	649
Male	34	4	12	22	65	6	18	2	6	648	22	18	59	23	0	650	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1408	4	41	43	12	641
No	65	8	12	43	66	9	14	5	8	649	47	17	60	17	6	650	12555	10	64	21	5	648
Gifted/talented program																						
Yes	0										0						636	39	59	2	0	659
No	65	8	12	43	66	9	14	5	8	649	47	17	60	17	6	650	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: MSAD 16
School: Hall-Dale Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	100	0	0	0	0	648	2	0	100	0	0	644	6	5	47	32	16	642
B. less than one hour	65	4	10	29	71	6	15	2	5	649	62	14	64	18	4	651	59	9	62	24	5	647
C. one to two hours	32	3	15	11	55	3	15	3	15	647	36	19	50	19	13	649	32	11	64	21	4	648
D. more than two hours	0										0						3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	23	2	13	11	73	2	13	0	0	653	28	15	69	15	0	654	31	17	66	14	3	651
B. good	58	4	11	27	73	3	8	3	8	649	54	16	68	8	8	650	48	8	64	23	5	647
C. fair	16	2	20	4	40	3	30	1	10	645	13	33	17	50	0	647	18	2	48	40	10	641
D. poor	3	0	0	0	0	1	50	1	50	632	4	0	0	50	50	632	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	25	2	13	11	69	1	6	2	13	649	22	20	50	10	20	648	38	13	65	18	3	650
B. They match some of what I have learned.	61	6	15	24	62	7	18	2	5	650	65	20	53	23	3	651	49	8	63	24	5	647
C. They match just a little of what I have learned.	13	0	0	6	75	1	13	1	13	642	11	0	100	0	0	650	10	5	48	36	11	642
D. There is no match.	2	0	0	1	100	0	0	0	0	650	2	0	100	0	0	650	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	15	2	22	2	22	3	33	2	22	644	18	25	25	25	25	645	16	7	52	30	11	644
B. about the same as my regular schoolwork	56	4	11	26	74	4	11	1	3	651	57	16	68	16	0	653	66	10	64	22	4	648
C. easier than my regular schoolwork	29	2	11	14	78	1	6	1	6	649	25	18	73	9	0	651	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	6	0	0	1	25	3	75	0	0	637	7	0	33	67	0	638	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	46	5	17	16	55	4	14	4	14	648	44	25	45	20	10	650	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	48	3	10	24	80	2	7	1	3	651	49	14	73	9	5	652	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	29	3	17	12	67	3	17	0	0	652	33	20	67	13	0	653	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	67	5	12	27	64	6	14	4	10	648	62	18	54	21	7	650	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	3	100	0	0	0	0	649	4	0	100	0	0	647	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	23	2	13	9	60	4	27	0	0	651	28	15	62	23	0	653	23	15	65	16	4	650
B. 20 minutes to an hour	59	4	11	28	74	3	8	3	8	648	52	17	63	13	8	649	49	10	64	22	4	648
C. less than 20 minutes	2	0	0	0	0	0	0	1	100	626	2	0	0	0	100	626	11	6	58	29	7	645
D. I rarely read at home.	16	2	20	5	50	2	20	1	10	648	17	25	50	25	0	652	17	2	51	36	11	642
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	650	50	0	100	0	0	650						
B.	0										0											
C.	0										0											
D.	50	0	0	0	0	1	100	0	0	638	50	0	0	100	0	638						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 16
School: Hall-Dale Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	17	21	16	28	2092	15
	2007-2008	5	9	5	11	1474	10
	2008-2009	15	23	15	32	1807	13
	Cum. Total*	37	18	36	24	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	31	39	24	41	5731	40
	2007-2008	25	44	21	46	6008	43
	2008-2009	24	37	16	34	5662	41
	Cum. Total*	80	40	61	40	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	24	30	12	21	4175	29
	2007-2008	23	40	18	39	4244	30
	2008-2009	19	29	10	21	4219	30
	Cum. Total*	66	33	40	26	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	8	10	6	10	2308	16
	2007-2008	4	7	2	4	2346	17
	2008-2009	7	11	6	13	2290	16
	Cum. Total*	19	9	14	9	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	33.5	59.8	35.6	63.6	30.6	54.6
A. Number	18	32	11.5	63.9	12.0	66.7	10.3	57.2
B. Data	12	21	7.1	59.2	7.4	61.7	6.6	55.0
C. Geometry	14	25	8.5	60.7	9.2	65.7	7.3	52.1
D. Algebra	12	21	6.5	54.2	7.0	58.3	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 6
SAU: MSAD 16
School: Hall-Dale Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	15	23	24	37	19	29	7	11	647	47	32	34	21	13	650	13978	13	41	30	16	643
Ethnicity																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	0										0						208	18	47	23	12	647
Hispanic	1										1						175	5	31	41	23	638
Caucasian/White	64	15	23	24	38	18	28	7	11	648	46	33	35	20	13	651	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	1	8	6	50	5	42	627	6	0	0	33	67	621	2248	3	18	33	46	629
No	53	15	28	23	43	13	25	2	4	652	41	37	39	20	5	654	11730	15	45	30	11	646
Current LEP																						
Yes	1										1						331	3	22	35	40	631
No	64	15	23	24	38	18	28	7	11	648	46	33	35	20	13	651	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	27	2	7	11	41	8	30	6	22	639	17	12	41	18	29	640	5620	6	33	37	25	637
No	38	13	34	13	34	11	29	1	3	653	30	43	30	23	3	656	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	65	15	23	24	37	19	29	7	11	647	47	32	34	21	13	650	13974	13	41	30	16	643
Gender																						
Female	31	6	19	14	45	6	19	5	16	646	25	24	44	16	16	648	6738	12	40	32	16	642
Male	34	9	26	10	29	13	38	2	6	649	22	41	23	27	9	653	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1410	3	24	41	32	634
No	65	15	23	24	37	19	29	7	11	647	47	32	34	21	13	650	12568	14	42	29	15	644
Gifted/talented program																						
Yes	0										0						637	65	32	3	0	665
No	65	15	23	24	37	19	29	7	11	647	47	32	34	21	13	650	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: MSAD 16
School: Hall-Dale Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	50	1	50	627	2	0	0	0	100	624	6	7	32	28	32	636
B. less than one hour	65	10	24	19	46	8	20	4	10	650	62	36	43	11	11	654	59	13	41	30	16	643
C. one to two hours	32	4	20	5	25	10	50	1	5	645	36	25	25	44	6	647	32	14	41	31	14	644
D. more than two hours	0										0						3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	9	60	5	33	1	7	0	0	666	30	64	36	0	0	668	30	27	45	18	9	651
B. good	48	4	13	15	48	8	26	4	13	644	46	19	38	24	19	644	46	9	45	31	15	643
C. fair	25	2	13	4	25	8	50	2	13	641	24	18	27	45	9	644	20	2	29	43	26	635
D. poor	3	0	0	0	0	2	100	0	0	633	0						4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	48	7	23	14	45	8	26	2	6	650	48	32	41	23	5	654	35	18	42	27	13	646
B. They match some of what I have learned.	47	8	27	8	27	10	33	4	13	646	48	36	27	18	18	649	50	11	43	31	15	643
C. They match just a little of what I have learned.	5	0	0	2	67	1	33	0	0	647	4	0	50	50	0	645	13	8	31	36	26	638
D. There is no match.	0										0						3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	20	1	8	3	23	7	54	2	15	638	17	13	13	63	13	638	32	7	40	34	20	640
B. about the same as my regular schoolwork	56	6	17	18	50	9	25	3	8	648	57	23	50	15	12	651	56	13	42	30	15	644
C. easier than my regular schoolwork	23	8	53	3	20	3	20	1	7	657	26	67	17	8	8	662	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	34	4	18	10	45	6	27	2	9	648	37	24	41	24	12	650	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	61	10	26	14	36	11	28	4	10	648	59	37	33	19	11	652	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	33	0	0	2	67	0	0	649	4	50	0	50	0	655	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	1	20	1	20	3	60	0	0	643	4	50	0	50	0	646	6	8	29	29	34	635
B. 30–45 minutes	70	8	18	17	38	15	33	5	11	646	72	24	36	27	12	648	33	10	37	34	19	641
C. 45–60 minutes	16	3	30	5	50	1	10	1	10	654	15	43	43	0	14	659	45	15	44	29	12	645
D. more than 60 minutes	6	3	75	1	25	0	0	0	0	667	9	75	25	0	0	667	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	1	100	0	0	632	0						9	14	35	29	22	641
B. two or three days a week	9	3	50	2	33	0	0	1	17	660	11	60	20	0	20	662	26	15	40	30	16	644
C. two or three times each month	36	5	22	8	35	7	30	3	13	647	33	33	27	27	13	650	31	13	43	30	14	644
D. never or almost never	53	7	21	14	41	11	32	2	6	647	57	27	42	23	8	650	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	18	2	18	4	36	4	36	1	9	647	18	25	25	38	13	648	17	8	35	33	24	639
B. two or three days a week	24	3	20	5	33	4	27	3	20	645	22	30	40	10	20	651	28	13	42	30	15	643
C. two or three times each month	37	3	13	11	48	9	39	0	0	646	33	20	47	33	0	649	31	15	43	30	13	645
D. never or almost never	21	7	54	4	31	0	0	2	15	658	27	58	25	0	17	659	23	14	39	30	17	643
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	636	50	0	0	100	0	636						
B.	0										0											
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	608	50	0	0	0	100	608						